

Milton Academy



Scholarship and Academic Integrity

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Dear Students,

Academic life at Milton Academy is challenging and fun. Over the course of the school year, you will be asked to read, write, analyze, translate, solve and create, at times in collaboration with your peers and sometimes on your own. As you work, you will have access to myriad tools and resources, including texts, calculators and lab equipment, dictionaries, the Internet, your classmates and your teachers. Your greatest assets, however, are your own mind and your willingness to engage with others as you grapple with new ideas and different perspectives. The relationships you form with your teachers and classmates are at the heart of your academic experience, and these relationships are built on trust, honesty, and respect. Integrity is at the core of all of our interactions and, for our work together to have meaning, academic integrity is assumed and inviolable.

Your teachers will ask you to demonstrate your learning in many different ways, and they will outline expectations for each assignment, from nightly homework to weeks-long projects. For most assessments, your teachers expect to read your **own thoughts** and hear your **own voice**, and they expect that your own thinking and ideas will be reflected in each essay, lab report, problem set, research paper, project and performance that you do. Unless you note otherwise, each time you submit an assignment to a teacher, you are stating, "This is my work." This simple statement is a bond between you and your teachers, one based on honesty and mutual respect. Breaking that bond erodes the core trust on which this academic community depends.

The principles of academic integrity seem straightforward at times and murky at others: Is collaboration allowed? Could your tutor or parent or a peer help you and, if so, how much, and what kind of help is allowed? Could you use a dictionary or the Internet or other resources? These are all important questions and the answer to any one may vary, depending on the academic discipline or the assignment. How are you to know when certain parameters apply?

Each of your teachers will talk with you about academic integrity many times over the course of the school year. If, at any time, you are unsure about what you may or may not do, please reach out to your teacher. And, to provide you with general guidance and guidelines for your academic work across disciplines, we offer this brochure as a resource. Within these pages you will find standards for academic integrity, as well as definitions and examples. We encourage you to share this document with others, including parents and tutors.

Your teachers and I hope this year will be one of tremendous learning and growth for you in Milton classrooms and we want to make sure you have the tools you need to do your best. Do not hesitate to reach out if you have questions.

I hope you have a wonderful year!

Heather Sugrue
Academic Dean

Standards for Academic Integrity

Academic freedom can flourish only in a community of scholars which recognizes that intellectual integrity, with its accompanying rights and the responsibilities, lies at the heart of its mission. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

"Rights, Rules, Responsibilities," Princeton University, 1995

As a student at Milton Academy, you will find that faculty, staff and administrators believe deeply in encouraging the creativity and fresh insights that you bring to the community. In this climate of trust, your teachers engage with you under the assumption that the work you submit is wholly your own, and that you will credit others for the ideas you use to support your work. When educational pursuits are grounded in honesty, respect, fairness and accountability, the entire Milton community flourishes.

In the digital age, with such vast stores of information, both accurate and inaccurate, at your fingertips, it can be difficult to discern, as you zoom through online resources on a given topic, what is common knowledge and when you might be appropriating someone else's ideas into your research. It takes discipline to carefully document where and from whom you get your information, to prepare thoroughly for an exam, to avoid sharing answers on homework assignments with peers; in short, to take the time to produce quality work of which you can be proud.

Your teachers, the academic dean, the librarians, and the staff in the Academic Skills Center are all here to assist you in avoiding situations that would corrupt academic integrity here at Milton and beyond. If you ever have a question, please do not hesitate to ask for help!

Guidelines by Department

While there are many commonalities between Milton's departments regarding academic integrity, each department has guidelines about group work, collaboration, materials that may be used, and the type and level of support and help you may receive from parents, tutors and peers. Your teachers may provide additional information at the start of the school year based on their expectations in the specific discipline, and we offer general principles here, too. You are expected to know and to adhere to these guidelines.

Classics

Students in Latin and Greek courses must complete every written assignment independently, using only the reference tools specified by their teacher. These tools usually include a textbook, a dictionary, and a grammar book. In advanced courses, you may also be asked to consult commentaries and other secondary sources. Some online tools are also appropriate; teachers will post the links to these on Schoology. *Students must not use other resources, including online dictionaries, web sites, or journals, without the specific approval of their teacher.*

After having completed an assignment independently, you may ask others for help with parts of the assignment that you found difficult. Any changes made after reviewing a completed written assignment with another person must be clearly indicated as revisions (for example, in a second color of ink, or in a separate column from the original answers).

When learning grammar, forms and vocabulary, you are encouraged to work collaboratively. In advanced courses, when preparing to translate in class, you are encouraged to share ideas and critique your fellow students' work. You are further encouraged to be generous in giving due credit to others for their help and insight.

In advanced classes, you may consult translations of a passage that you have been assigned to read in Latin or Greek only after reading the passage in the original language. You must never present the words of another translator as your own. If you present interpretations or ideas that you have read in a commentary or other secondary source, the author of that source must be noted in the presentation.

English

The Milton Academy English department believes that you will learn more from struggling with a text yourself than from reading what others have written about it. Therefore, in preparing for class and in writing papers about literature, you may not consult any interpretive secondary sources, printed or electronic, unless your teacher has explicitly permitted you to do so.

English teachers encourage you to engage in class discussion and teacher conferences as ways of refining your understanding and to converse about literature with peers and adults outside of class. However, the ideas you present in written work as your own must be yours: specific suggestions and language drawn from conversation with others outside the classroom must be acknowledged explicitly as their contributions to your argument.

Without your teacher's permission, the written work of others about the text you are studying is out of bounds at all stages of the reading and writing process.

Forbidden secondary sources include scholarly works of literary criticism; notes such as the Spark or Cliffs series, which are specifically designed as crutches for students; and Internet resources. Electronic sources are fundamentally the same as print sources, and their use will be treated the same way. A student who has used and cited secondary material without prior permission will be asked to rewrite the paper; a student who has used secondary material without citing it will have committed a serious breach of academic integrity and will face appropriate disciplinary consequences.

History and Social Sciences

The majority of assignments in history and social science classes will be completed individually by the students. Where group work is appropriate, the teacher's directions will make that clear. If you are uncertain about the directions, you should seek the teacher's guidance.

Every piece of written work you submit will be:

- your own work,
- work done to meet the specific assignment,
- work that gives appropriate attribution to the research and ideas of others.

Your teacher will explain methods of attribution or source citation for written work.

Mathematics

Mathematics teachers will sometimes require you to work together in class. They almost always encourage you to collaborate with your classmates on ungraded homework, and you are occasionally permitted to work together on assignments that will be graded. The effectiveness of this relies on your understanding of the difference between working together and copying someone else's work, between asking a question and having someone else do the work and/or the thinking for you. Teachers do their best to write directions for graded assignments that clearly define the types of sources of help and collaboration allowed, and they will sometimes ask you to sign a statement saying that you have abided by the limits that were set out for that task. On those assignments that are not graded, teachers rely upon your awareness that only by doing the exploring and practicing afforded by that assignment will you develop the understanding that is your goal and your teacher's goal, too.

When students are asked to collaborate on work that will be graded, such as a problem set, citations are often appropriate. Your teacher may allow you to work with others in your class. When doing that, below are a few great phrases you may use to cite help you receive:

- I completed this problem entirely on my own.
- I discussed how to set up this problem with...
- I checked this answer with...
- [Student X] helped me find my mistake here.
- I got stuck with what to do next, so [Student Y] helped me think about [rewriting my equation]...
- [Student X] had the idea to try....
- I wasn't sure how to proceed from here, so I talked to [Student Y], in the other section. They suggested....
- Thanks to [Student X]'s post on Schoology, I figured out that... and then I was able to...

Ungraded Homework

- You may, and are encouraged to, work in concert with fellow students. You may also engage in online research (using MathXL, Wolfram Alpha, Khan Academy, etc.) as needed, and unless specifically prohibited on a particular assignment.

Graded Homework

- Unless specifically forbidden in writing, graded homework assignments may be done in consultation with fellow students. It is expected, however, that when you receive help, you give credit for that help by including the name(s) of the student(s) from whom you received assistance.
- When a graded assignment is given with stated guidelines for acceptable levels of collaboration and use of additional resources, it should be understood that a violation of those instructions will be regarded as cheating.

Modern Languages

At the beginning of the academic year, your teacher will explain clearly the expectations about requesting and receiving help on work done outside the classroom. The following guidelines pertain unless you have been instructed otherwise by your teacher.

PERMITTED

- Consulting tutors, classmates, or teachers for grammar explanations but NOT for specific answers or ideas on an assignment,
- Using spell-check software,
- Using a dictionary or thesaurus (print or online),
- Cooperating on designated team assignments or group work when your teacher has specifically allowed collaboration.

NOT PERMITTED

- Receiving assistance from a student, a tutor, a parent or another teacher on a specific assignment,
- Having another person indicate errors and/or correct them on your homework,
- Using software or websites to translate entire thoughts, sentences or paragraphs is a serious breach of academic integrity and will result in disciplinary consequences. Translating is not a skill that the department teaches or encourages; rather, the department's goal is that you conceive and express your ideas in the target language.

The modern language department shares the English department's guidelines regarding the analysis of literature: "Our premise is that you should be reading literary works themselves rather than what others have written about them. You will learn more from struggling with the text [film or art] on your own than from reading the results of someone else's struggle. Therefore, in writing papers about literature [film or art], you are not permitted to consult any secondary sources, printed or electronic, unless you have been specifically told to do so by your teacher or have secured their permission before you write the paper."

Performing Arts

In addition to issues of attribution and plagiarism, integrity in performing arts also includes the matter of accurate and faithful representation of the work of others, whether they be playwrights, choreographers or other authors. In general, the ideal approach is to use an author's work unchanged and in its entirety as originally intended. Therefore, when a radical interpretation—cutting for reasons of time or of technical considerations or a creative reworking of a script—seems appropriate, you should try to alert the audience or viewer that such changes have been made. In some cases, a general statement such as, “after Shakespeare's *Romeo and Juliet*” or “adapted from *Madame Bovary*” may be sufficient. At other times, where confusion may arise, or the changes may not be obvious to a reasonably informed audience member, a more complete statement might be necessary. In all cases, of course, response to queries about such alterations should be complete and direct.

In general, performing arts teachers believe that good policy resists pressures to bowdlerize or “clean up” material in order to make it less offensive or shocking. The elements thus altered are often integral to the intent and spirit of the originator, and such changes run counter to the authentic expressive role of art in society. They also create an ongoing expectation that the cloth can and should be cut to fit without regard to its true nature.

Science

Preparation of scientific reports involves some gray areas requiring your careful attention. Collaboration is crucial in science, and you will often work in teams. All students in a team are expected to participate in the acquisition and analysis of data and in the production of a team scientific report. You are expected to make significant and equitable contributions to the team's efforts. There will also be some lab activities where you will work alone. In these cases, unless you are explicitly informed otherwise by your instructor, it is expected that your work will be entirely your own and completely original.

It is expected that when you are writing a scientific report, or any other piece of work that requires research, that you will not plagiarize and that you will cite all sources appropriately.

As far as homework assignments are concerned, unless you are specifically told to work on your own, we expect healthy collaboration. By healthy collaboration, we mean that you may cooperate with other students so long as the goal of the collaboration is to increase the level of understanding of all collaborators, and not simply to get or provide correct answers.

Visual Arts

Visual plagiarism is taking credit for the creation of work that is not your own by copying that work in the same or similar forms. This work may include ideas, images, styles and forms that derive from either personal or public sources.

Exceptions:

- In certain cases, at your choice or your teacher's assignment, you may work in the style of a professional artist in order to learn from the artist's work or manner of working. This is allowable if the work is clearly labeled using "visual footnoting," (e.g., "after the work of Georgia O'Keeffe," etc.)
- You may use photographs for the factual information that they provide, but not for their artistic expression (i.e., the anatomy of a bird in flight as compared to the artistic quality of flight of a particular bird captured by another artist). You may, of course, use any photographs that you have taken yourself.
- You may "appropriate" a well-known image from the public realm if it is universally recognized (e.g., Mickey Mouse, the *Mona Lisa*). If in doubt, then add a visual footnote on the work itself or as part of any display labeling or identification.

Truthfulness in Scholarship

In order to identify what constitutes honorable scholarship, it helps to know what creates a breach of academic integrity. Plagiarism is one of the major violations you will hear about and and you will find here the definition and examples of plagiarism.

What is Plagiarism?

Plagiarism as the act of claiming another's words or ideas as one's own while failing to document the source of these words or ideas. These words or ideas may come from authors, critics or peers. Milton Academy considers plagiarism a serious violation of academic integrity and teachers talk repeatedly with their students about truthfulness and honesty in scholarship.

There are different types of plagiarism and you should understand each type. In the table that follows, you will find the definition of, and examples of, direct plagiarism, mosaic plagiarism or patch writing, and idea plagiarism. If you have any questions about plagiarism, please speak with your teacher.

Types/Examples of Plagiarism

A number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines. Curtis Smith, for example, says that women were “present only as voluptuous and helpless objects on the lurid pulp covers.” In the last few decades, however, several scholars have traced the history of women and the early science fiction pulps to suggest that women were indeed present. (Jane Donawerth, “Illicit Reproduction: Clare Winger Harris’s ‘The Fate of the Poseidonia’” in *Daughters of Earth*, edited by Justine Larbalestier [Middletown, CT: Wesleyan University Press, 2006], p. 20.)

	Example 1	Example 2	Proper Usage
Direct Plagiarism: word-for-word repetition of a phrase or extended portion of a source without quotation marks.	While a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines, it turns out they were wrong.	While a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines, it turns out they were wrong (Donawerth 20).	While “a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines,” it turns out they were wrong (Donawerth 20).
Mosaic Plagiarism/Insufficient Paraphrase/Patch Writing: reproduction of a series of phrases without using quotation marks along with substitution of synonyms, omission of occasional words/phrases, and often retention of the same sentence structure as the original source.	A number of investigators of science fiction have said that women did not write for the science fiction popular magazines, although they did appear as sexy and helpless objects on the racy pulp covers. More recently, several scholars have traced the history of early science fiction pulps and now suggest that women were present.	A number of investigators of science fiction have said that women did not write for the science fiction popular magazines, although they did appear as sexy and helpless objects on the racy pulp covers. More recently, several scholars have traced the history of early science fiction pulps and now suggest that women were present (Donawerth 20).	Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth 20).
Idea Plagiarism*: the representation of another’s idea(s) without attribution to that source.	Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives.		Earlier analysis of women’s participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth 20).

*Common knowledge facts do not need to be cited. On what is considered “common knowledge,” see <http://library.csusm.edu/plagiarism/whatis/what-is-common.htm> and <http://library.csusm.edu/plagiarism/howtoavoid/how-avoid-common.htm>.

https://www.roanoke.edu/Documents/AcademicAffairs/Types_of_Plagiarism.pdf Used with permission

Berenson 9/2011

How to Avoid Plagiarism

Princeton University's plagiarism guide refers to several basic principles, which Milton Academy recommends that students follow in order to avoid academic dishonesty. As always, your teachers and the librarians are available to give you guidance if you are unsure about how to cite information in any paper, project, report or article.

1. **Quotation.** Any verbatim use of a source, no matter how large or small the quotation, must be placed in quotation marks or, if longer than three lines, clearly indented beyond the regular margin. ... Even if you use only a short phrase, or even one key word, you must use quotation marks in order to set off the borrowed language from your own, and you must cite the source.
2. **Paraphrase.** Paraphrase is a restatement of another person's thoughts or ideas in your own words, using your own sentence structure. A paraphrase is normally about the same length as the original. Although you don't need to use quotation marks when you paraphrase, you absolutely do need to cite the source, either in parentheses or in a footnote. ... *Paraphrasing does not relieve you of the responsibility to cite your source.*
3. **Summary.** Summary is a concise statement of another person's thoughts or ideas in your own words. A summary is normally shorter than the original—a distillation of the source's ideas. When summarizing other people's ideas, arguments, or conclusions, you must cite your sources—for example, with a footnote at the end of each summary.
4. **Facts, Information, and Data.** Often you'll want to use facts or information to support your own argument. If the information is found exclusively in a particular source, you must clearly acknowledge that source. For example, if you use data from a scientific experiment conducted and reported by a researcher, you must cite your source, probably a scientific journal or a website. Or if you use a piece of information discovered by another scholar in the course of their own research, you must cite your source

(Office of the Dean of the College, "When to Cite Sources," Princeton University, last modified 2017, <http://www.princeton.edu/pr/pub/integrity/pages/cite/>)

Common Knowledge vs. Not-So-Common Knowledge

Generally, you will not need to cite "common knowledge" in your papers. If you can find the information in three sources, especially a general reference source like CREDO or the *Encyclopedia Britannica*, it is probably common knowledge. If you are not sure, a good rule of thumb is that if you learned the fact while doing research, from any source, cite it.

Examples of Appropriate Citation

All citations share some basic components, including the title of the work, the name of the author(s), the publisher, and the date of publication. Styles of citation vary by discipline and by the teacher's preference. In the humanities, the most commonly accepted citation style is that of the Modern Language Association (MLA). In the social sciences, the American Psychological Association (APA) style is widely used. Historians typically employ the footnote style described in *The Chicago Manual of Style* (CMS). Check with your teachers as to their choices. Below are examples of different citation styles as published on Princeton University's website:
<https://www.princeton.edu/pr/pub/integrity/pages/styles/>

Example 1: Literary Studies (MLA).

The MLA requires a parenthetical citation in the body of the text that corresponds to an entry in the Works Cited at the end. A citation for a quotation from a book in the MLA style is formatted this way:

As Frank Lentricchia argues, *The Waste Land* should not be understood as a logical sequence of events but as "an intellectual and emotional complex grasped in an instant of time" (194).

The parenthetical citation "(194)" refers to a page number from a book by Frank Lentricchia. Publication information about the book would be found in the Works Cited, where it would be formatted this way:

Lentricchia, Frank. *Modernist Quartet*. New York: Cambridge University Press, 1994.

Example 2: Psychology (APA).

The APA also requires parenthetical citations in the body of the text, though these citations typically include the author and the date. A citation for a summary of an article in the APA style is formatted this way:

Studies that examine links between cardiovascular and mental activity must understand that cardiovascular activity itself comprises a suite of variables (Van Roon, Mulder, Althaus, and Mulder, 2004).

The parenthetical citation "(Van Roon, Mulder, Althaus, and Mulder, 2004)" refers to an article by the four listed coauthors. Publication information about the article would be found in the References, where it would be formatted this way:

Van Roon, A., Mulder, L., Althaus, M., and Mulder, G. (2004). Introducing a baroflex model for studying cardiovascular effects of mental workload. *Psychophysiology*, 41, 961–981.

Example 3: History (CMS).

CMS, or "Chicago," is a style in which citations are presented in footnotes. A citation for a quotation from an article in the Chicago style is formatted this way:

Nineteenth-century bohemians were more dependent on mainstream culture than might at first appear. As one scholar puts it, "Bohemia's self-designated types always existed in symbiotic relation to bourgeois culture rather than in opposition to it."¹

The footnote “1” would refer to a note at the bottom of the page containing full publication information and formatted this way:

1. Christine Stansell, *American Moderns: Bohemian New York and the Creation of a New Century* (New York: Henry Holt and Co., 2000), 18.

Example 4: Biology.

Citation styles in math, science, and engineering tend to vary from journal to journal. Following a quotation or a reference to the text, the author might name the source, or might use a superscript number such as ¹ or a parenthetical number such as (1), to indicate the number of the article in the final list of references. The journal *Nature Genetics* uses the following format for articles, and the references are listed numerically rather than alphabetically:

13. Herron, B. J. *et al.* Efficient generation and mapping of recessive developmental mutations using ENU mutagenesis. *Nat. Genet.* 30, 185–189 (2002).

Electronic Sources

An electronic source is any source that exists primarily in electronic form and is accessed primarily through electronic means. Websites, online periodicals, online books, emails and postings, and even CD-ROMs are all forms of electronic sources. But be careful: not all materials found through electronic means are necessarily electronic sources. For example, if a PDF of an article you found through a database on the library’s website was originally published in a printed journal, then the article does not qualify as an electronic source. In short, there is a difference between electronic sources and sources that may be accessed electronically.

When citing an online source, your citation should contain the following elements:

- the author or editor (if available),
- the title of the text (if different from the name of the website),
- the name of the website,
- the name of the site’s sponsor or associated institution or organization,
- the date you accessed the site,
- the electronic address (URL).

For example, a short work posted on a website would be formatted in MLA style as follows:

McCort, Dennis. “Kafka and the Coincidence of Opposites.” *Romantic Circles Praxis Series: Romanticism and Buddhism*. February 2007. *Romantic Circles*. 21 April 2008.
< <http://www.rc.umd.edu/praxis/buddhism/mccort/mccort.html> >

This citation includes not only the author’s name and the work’s title, but also other important information, including the date of the work’s publication on the site (February 2007) and the date the website was accessed (April 21, 2008).

Plagiarism Checklist

To ensure that you are following the guidelines provided by your teacher, be sure you have...

- Checked carefully any written or verbal instructions your teacher provided for a paper/assignment (this includes peer or tutor editing/advice, whether this is a collaborative project, or if outside sources are permitted).
- Kept careful notes on all of your sources of information and ideas, including accurate bibliographic information on each source. This includes visual images, charts and graphs you may have gotten from another source.
- Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work. Used direct quotations sparingly (unless otherwise directed by you teacher).
- Kept an accurate a list of all the works you used and have clearly identified all sources in some way (using footnotes, endnotes, or in-text citations).
- Made clear in your work the difference between your own contributions and those of others.

In-class Test and Quiz Requirements

- In-class quizzes and tests should be taken without the assistance of any other individual.
- Internet-capable mobile devices, such as smartphones, must be on silent mode and are not allowed in plain view at any time during tests and quizzes.
- Because not all students in a course or a section will take a graded exercise (quiz, test, etc.) at the same time, students who have completed that exercise should not discuss it among themselves or with others until it has been returned by the teacher.

More Ways to Ensure Academic Integrity

The following behaviors severely undermine trust, credibility and honest scholarship. Therefore, students must never engage in:

Cheating – intentionally using (or attempting to use) unauthorized materials, such as:

- use of notes or crib sheets during an examination,
- copying from another student's work (lab report, homework, essay, etc.),
- handing in the same paper for more than one course without the explicit permission of your teachers,
- having advance knowledge of a test's format or areas covered that is not provided by your teacher,
- presetting formulae in a calculator, unless instructed to do so,
- using online translators (like Google Translate), study aids, literary criticism, biographies or reviews (in English and modern languages).

Fabrication – the falsifying or misrepresentation of information, data or citations, such as:

- making up or altering the results of a lab experiment or survey,
- making up a citation for a source,
- stating an opinion as a scientifically proven fact.

Unauthorized Collaboration – working with another student on a project or paper without permission from your teacher or having a parent or tutor give inappropriate help on an assignment, such as:

- purchasing a pre-written paper,
- using a paper written by someone else (at another school, an older sibling's work, etc.),
- selling, loaning, or otherwise distributing materials that could be used by others to cheat,
- intentionally missing an examination or assignment deadline to gain an unfair advantage,
- forging, altering or destroying other students' work,
- having a tutor, parent, or any other person substantially rewrite, alter or otherwise correct your out-of-class assignments.

When working with a tutor, peer tutor, learning specialist, parent or peer, it is your responsibility to be sure they do not correct your paper. They may give advice (for example, "this paragraph strays from your thesis") or point out a potential error, but you are responsible for making all corrections on your own. The following are acceptable forms of help:

- circling misspelled words,
- circling improper punctuation,
- noting awkward phrasing or sentence structure,
- pointing out wordiness, vagueness or generally unclear writing,
- noting lack of effective topic sentences or theses.

It is important for your teachers to see the work that you alone are capable of doing.

Sources

The wording of much of this pamphlet was taken from academic integrity statements created by each of Milton Academy's academic departments.

Other sources include:

Academic Skills Center. *Plagiarism Checklist*. Walden University, 2017.
<https://academicguides.waldenu.edu/ASCsuccess/ASCplagiarismchecklist>.

Curtin University. *Checklist to Help You Prevent Plagiarism in Your Work*. Perth, Australia: Curtin University, 2016.
<https://academicintegrity.curtin.edu.au/local/docs/StudentChecklist.pdf>.

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https://www.skidmore.edu/advising/documents/AcademicIntegrityHandbook_Web.pdf.

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https://www.roanoke.edu/Documents/AcademicAffairs/Types_of_Plagiarism.pdf

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<https://www.princeton.edu/pr/pub/integrity/pages/styles/>

Thank you

Many thanks to the librarians at Milton Academy and to the Upper School department chairs for their contributions to this document.

